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MISCELLANEOUS NOTES AND COMMENTS

PRIZE ESSAY CONTEST

THE rules governing the prize essay contest conducted under the auspices of the American School Peace League are announced herewith.

The Prizes.—Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects:

1. Teaching the Idea of a League of Nations. Open to Seniors in Normal Schools.

2. The Essential Foundations of a League of Nations. Open to Seniors in Secondary Schools.

Three prizes of seventy-five, fifty and twenty-five dollars will be given for the best essays in both sets.

Conditions of the Contest.—Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in type-writing, on one side only of paper, 8 x 10 inches, with a margin of at least one and one-fourth inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Mrs. Fannie Fern Andrews, Secretary, American School Peace League, 405 Marlborough Street, Boston, Mass., not later than March 1, 1919. Essays should be mailed flat (not rolled).

The award of the prizes will be made at the Annual Meeting of the League in July, 1919.

Information concerning literature on the subject may be obtained from the Secretary, Mrs. Fannie Fern Andrews, 405 Marlborough St., Boston, Mass.

For the past two years, in view of the universal interest in international relations, many principals have introduced the contest as a part of the regular school work. This year we are asking the schools to incorporate the essay contest into the regular work as part of our plan to co-operate with President Wilson in making a League of Nations an essential part of the Peace Settlement. Schools taking part in the contest are asked to send in their best essay, which will be submitted to the judges.

RADICAL CHANGES IN HIGH SCHOOL SCIENCE TEACHING

THAT the time has come for the Nation to make a more determined effort "to secure for a larger proportion of the people a serviceable amount of technical and scientific training," and that science teaching in the secondary schools must be expanded and

radically changed are brought out in a report on "Science Teaching in Secondary Schools in the War Emergency," just made public by the Bureau of Education.

The report says:

The problem of producing competent scientific and technical workers in large numbers is immediate and urgent, and in the near future the need for such workers will be even greater than it is now. These workers include chemists, physicists, biologists, physicians, surgeons, experts in sanitation, engineering, agriculture, and others, in whose training science is an essential and highly important part.

The demand for scientific workers can be supplied only through appropriate science instruction given to larger numbers of students, and with a clearer and more constant recognition of the specific applications to the desired immediate military, industrial, social, community, and personal services to be given. So great is the demand likely to be that even the secondary schools must adjust their courses and programs so as to augment national resources. Fortunately this can be done by adopting generally the programs already in use by some of the most progressive schools. The war emergency has served to give clarity and emphasis to the movement already under way to make secondary courses in science contribute more constantly and effectively to practical needs. This practice should prevail in order that a large number of future citizens may be interested in science, attracted to continued study, given appreciation of and respect for scientific processes, trained in the most useful phases of science, and thus enabled to become better citizens.

* * * * *

The general recommendations are as follows:

1. Work in science, as in other subjects, at all times, and especially in war time, should be made to contribute definitely to one or more of the following objectives: (1) Health of the individual and of the community; (2) command of fundamental processes; (3) worthy home membership; (4) vocational guidance and preparation; (5) citizenship in a democracy; (6) worthy use of leisure; (7) ethical character. In the present emergency items (1) and (4) should be particularly stressed.

2. To encourage high school students to elect more work in science and at the same time to lay a foundation for a general appeal to science and its methods, every effort should be made to arouse a lively interest in science, particularly in grades 7 to 9.

3. In the present crisis training must be given for specific tasks, need for which has been created or made more emphatic by war conditions. Hence great and increasing emphasis must be laid on the applications of science to those processes most necessary in winning the war. Indeed, such immediate and purposeful real problems constitute the best basis for education in science whether in war time or not.

4. High schools are urged to provide science instruction adequate in kind and amount to make pupils competent in fields of science and industry in which they are needed for national service.

5. The schools should also undertake as a part of their duty the training of adults through night schools for tasks to which they are called by the national emergency. Wherever practicable, certainly in grades 7 to 9, in junior high schools, and the first year of four-year high schools, the artificial separation of the sciences so that they are treated as separate subjects should be ignored for the greater end of interpreting the problems of daily life. In solving a problem appeal should be made to any science that will contribute to the problem in hand.

Emphasis is laid upon the need for a much greater supply of science teachers, and methods of developing the supply are suggested. The report also gives suggested outlines for courses in general science, biology, physics and chemistry, with special reference to immediate war demands.—L. A. W.

AN EPOCHAL ADDRESS

SPEAKING recently before the Association of Colleges and Preparatory Schools of the Middle States and Maryland, Dr. Nicholas Murray Butler delivered an address that will mark high water in the flood of speeches and articles on the effect of the Great War on education. Teachers and students of educational problems will do well to secure the digest of this address which appeared in the *N. Y. Times* for Saturday, Nov. 30th, and ponder it well.

After pointing out the falsity of the psychology and the crudity of the economic theory upon which Germany had built her civilization previous to the war, Dr. Butler goes on to set forth certain readjustments that must follow our educational thinking on after-the-war problems.

For one thing ethics and economics must find a place in our teaching, and that, too, not as fine spun theories built up on a basis of false psychology and a blundering interpretation of human nature, but as great spiritual and material systems growing out of the actual conditions under which men live together

in peace and prosperity. He said: "The war has taught the lesson that the proper place of efficiency is as the servant of a moral ideal, and that efficiency apart from a moral ideal is an evil and wicked instrument which in the end can accomplish only disaster."

To these two fundamental aspects of civilization which must have continuing and permanent significance he adds a third, politics, which he defines as the doctrine of reconciliation between ethics and economics and of living together in harmony and helpfulness. This will involve a new type of civics teaching but one that is immediately and intimately related to the welfare, happiness and prosperity of men who live in close and daily contact.

The old-time subjects of physiology and hygiene must take on the new meaning of public health. Preventive medicine, rather than curative, must come to be the rule and the necessary measures for maintaining public health and preventing disease must be taught in our schools and in our homes. Greater care than ever must be given to the saving of the individual life and that, too, the mental as well as physical. Individual capacities, tendencies, abilities will be searched out and due recognition given them as well as full opportunity for development.

Science will be taught, must be taught as applied to every day life and living. Instead of teaching science, that is, as if we are to develop a race of expert chemists, physicists, etc., we must come to teach human beings who are subject to biological, chemical, physical laws and who must know the applications of these laws if they are to live comfortably and happily under them.

The teaching of modern languages, of history, of literature will equally have to go through a similar transformation. Of particular and striking significance is Dr. Butler's statement concerning the teaching of English composition when he says: "The way to teach students how to write good English is to teach them to read good English." Shades of our college teachers of English! Verily they will turn in their graves at such heresy!

The meaning of Dr. Butler would seem to be that we must learn how to teach our students the way to live successfully and happily in this world and with one another. To that end every energy must be bent and every means taken. In the accomplishment of that end, doubtlessly, violence will be done to many of our old traditions about learning and "culture," but it is the repetition of a truism to remark that things will never again be as they were before the war. So we must prepare ourselves for an educational revolution and renaissance comparable only to the similar new birth of some hundreds of years ago.—L. A. W.

LIVE HIGH SCHOOL SUBJECTS

IN the New York Sunday *Times* for November 24th, there appeared an interesting and suggestive article by Dean Thomas M. Balliet, of New York University School of Pedagogy, on "Live Subjects for High School Study." It will repay every high school principal and teacher to get the article and read it entirely through.

The fundamental principle of the discussion is found in his statement that: "We need to make far more provision not only for the preparation for citizenship of the illiterate immigrant, but also for the preparation for leadership in public thought of the educated native American."

To that end we must modify the course in high school civics in such ways that the students may learn fundamental principles governing matters concerned with the income tax, the inheritance tax, child labor, women employment in industries, housing, transportation, the morals of business, etc.

Such questions as he enumerates divide themselves into problems of economics, sociology, public health, public ethics, and applied science. These sound ominous as subjects of study but when one considers the sort of material to be presented under each, one sees how essential these subjects are in the formation of public opinion, and in a democracy the Government is controlled by public opinion.

As Dr. Balliet says: "One of the highest duties of citizenship is to do clear thinking on the vital questions which affect the public welfare, not only so that the citizen can vote intelligently upon them, but still more in order that he may help to create an intelligent sentiment that will deal wisely with them."—L. A. W.

THE REMEDIAL AND SANITARY QUALITY OF THE CLASSICS

"IN this way," said the professor, earnestly, "Germany has been living for fifty years with a closed mind. Oh, I grant you it was an active mind, scientific, laborious, immensely patient. But it was an ingrowing mind. Sure of its own superiority, it took no counsel with antiquity and scorned the advice of its neighbors. It was intent on producing something entirely new and all its own—a purely German *Kultur*, independent of the past and irresponsible to any laws except those of Germany's interests and needs. Hence it fell into bad habits of thought and feeling, got into trouble, and brought infinite trouble upon the world."

"And do you claim," interrupted Hardman, "that this would have been prevented by reading the class-

ics? Would that have been the only and efficient cure for Germany's disease? Rather a large claim, that!"

"Much too large," replied the professor. "I did not make it. In the first place, it may be that Germany's trouble had gone beyond any cure but the knife. In the second place, I regard the intelligent reading of the Bible and the vital apprehension of the real spirit of Christianity as the best of all cures for mental and moral ills. All that I claim for the classics—the greatest of the Greek and Roman writers—is that they have in them a certain remedial and sanitary quality. They contain noble thoughts in noble forms. They show the strength of self-restraint. They breathe the air of clearness and candor. They set forth ideals of character and conduct which are elevating. They also disclose the weakness and the ugliness of things mean and base. They have the broad and generous spirit of the true *literae humaniores*. They reveal the springs of civilization and lead us—

"To the glory that was Greece,
To the grandeur that was Rome."

Now these are precisely the remedies 'indicated,' as the physicians say, for the cure, or at least the mitigation, of the specific bad habits which finally caused the madness of Germany. . . . What I maintain is that Latin and Greek are not dead languages, because they still convey living thoughts. The real success of a democracy—the production of a finer manhood—depends less upon mechanics than upon morale. For that the teachings of the classics are excellent. They have a bracing and a steadying quality. They instill a sense of order and they inspire a sense of admiration, both of which are needed by the people—especially the plain people—of a sane democracy. The classics are fresher, younger, more vital and encouraging, than most modern books. They have lessons for us today—believe me—great words for the present crisis and the pressing duty of the hour."—HENRY VAN DYKE, in the *Outlook* of November 13, 1918.

VALUABLE STUDY OUTLINES

WHAT kind of a world ought this world to be now that the war is over? What are the problems that readers, thinkers, and leaders ought to be familiar with in thorough-going sort, and what are the sources of information?

Here and there will be intelligent people who will like to bunch up for serious study of the issues that confront us in the New Day that President Wilson talks about. It is for the people of student-like apti-

tudes and abilities that the Federal Council of the Churches of Christ in America is broadcasting a little pamphlet entitled "Outline Studies of the Problems of the Reconstruction Period." It can be had for 25 cents by writing to The Association Press, 347 Madison Ave., New York City.

Thirteen topics are outlined, with reading references, as follows: Alcoholism, Social Vice, The Broken Family, The Status of Women, The Home-coming Men, Democracy and the War, Industry, The Ending of War, Nationalism and Internationalism, War Finance and the Increased Burden of Living, The New Task of Organized Religion, The Spirit of Co-operation and Service, and The Goal of Civilization.

Peace Issues are now just as urgent as War Issues ever were in the courses of the S. A. T. C. colleges, and with this booklet in hand they can be courses in self-tuition by local study-clubs these long winter nights.—E. C. B.

TEACHERS' PENSIONS

FOR nearly ten years past the Committee on Salaries, Tenure, and Pensions, of the N. E. A., has been engaged in a study of the problems connected with teacher remuneration and has published the results of its work in four bulletins of the U. S. Bureau of Education.

This committee has also secured the co-operation of the Carnegie Foundation for the Advancement of Teaching and as a result of this co-operation, Bulletin Number Twelve, Pensions for Public School Teachers, has just been published by the Foundation. The material of the bulletin is the result of a condensation and rearrangement of the great store of facts on this problem collected by the N. E. A. Committee and makes easily available such facts as are known about teacher pensions in our public school systems.

The bulletin clearly reveals the growing sentiment for such procedure and summarizes in an excellent manner the points of strength and of weakness in state systems of pensions for public school teachers.

The bulletin is free and may be secured by writing to the Carnegie Foundation for the Advancement of Teaching, 576 Fifth Avenue, New York City.—L. A. W.

SOME WISE THOUGHTS FROM STATESMEN AND SEERS

Freedom is a new religion, the religion of our time. But the French are the chosen people of the new religion, and in their language the first gospels have been written. Paris is the New Jerusalem, and the Rhine

is the Jordan which separates the promised land of freedom from the land of the Philistines.—HEINE (in 1830).

Books are the best of things, well used; abused, among the worst. What is the right use? What is the one end which all means go to effect? They are for nothing but to inspire. I had better never see a book than to be warped by its attraction clean out of my own orbit, and made a satellite instead of a system.—EMERSON.

You cannot become thorough Americans if you think of yourselves in groups. America does not consist of groups. A man who thinks of himself as belonging to a particular national group in America, has not yet become an American, and the man who goes among you to trade upon your nationality is no worthy son to live under the Stars and Stripes.—WOODROW WILSON.

There is a serene Providence which rules the fate of nations which makes little account of time, little of one generation or race, makes no account of disasters, conquers alike by what is called defeat or by what is called victory, thrusts aside enemy and obstruction, crushes everything immoral as inhuman, and obtains the ultimate triumph of the best race by the sacrifice of everything which resists the moral laws of the world.—EMERSON.

One of the things in life which we use the most and value the least is language. It is the distinction of our race, our highest prerogative, the instrument of our progress. It is the bond of brotherhood, too, and the body in which truth becomes incarnate. The thought-history of the race is written in the very structure of its speech; and a language or a dialect is as significant of great social forces now long spent as the strata of the earth's surface are concerning seismic energies.—ADAMS.

RURAL SOCIAL OPPORTUNITIES

Might as well try to run the streams up-hill as undertake to keep the boys from migrating cityward so long as there is such paucity of social and recreational opportunity as exists in some rural communities.

When you purchase your morning paper at the news-stand, do you call for *The Cross-Roads Headlight* or the *Dull Ridge Tail-Piece*? No sir; you must have *The Metropolitan Times* if it's there. Nothing short of it will satisfy you.